Physical Literacy at Scholar Green Primary School & the Impact upon our pupils

Our Physical Education Curriculum – Literacy/Learning/Leadership

Here at Scholar Green, we are committed to delivering high-quality Physical Education (PE) for every child. Our PE curriculum is delivered through a combination of specialist coaching and class teacher-led lessons, ensuring that all pupils receive a varied, engaging and inclusive experience. Mr Lewis works with each class over the course of a term, alongside Cheshire Cricket, an outstanding provider of specialist sports coaching. Our class teachers also deliver fantastic PE lessons, providing children with opportunities to develop their physical skills, confidence, teamwork and enjoyment of sport. We deliver a comprehensive Physical Education curriculum to all pupils aged 2–11, alongside an exciting extra-curricular sports programme for children aged 4–11. Our aim is to inspire a lifelong love of physical activity whilst promoting healthy and active lifestyles for all our children.

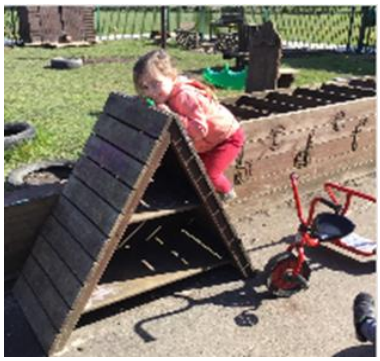
Mr Lewis also trains the pupils for competitive school sports fixtures against other schools and we are proudly part of the Sandbach Schools cohort and compete in a range of sports. Our physical education curriculum is not only focused on physical activity it also covers educating pupils about having a healthy mind and body and the impact of good nutrition on the body.

EYFS



Provision for physical activity and education is carefully planned for as part of the pupil's continuous provision and structured and free play. Activities are planned which introduce and develop fundamental movement skills and control and co-ordination in large and small movements. There is a range of different apparatus in the outdoor environment which enable pupils to develop their gross motor movements such as climbing and balancing. Along with structured play opportunities outdoors, pupils also benefit from planned physical education lessons that focus specifically on fundamental movement skills, keeping healthy and healthy diet. Music and movement sessions also encourage pupils to express their creative nature through dance and the expressive arts. Pupils are given opportunities







to develop their gross motor skills in a range of different activities both with and outside of the classroom in any weather. Pupils are encouraged to choose healthy snack freely throughout the day. Planned activities encourage pupils to prepare foods and make healthy choices.

KS1

The curriculum is Key Stage 1 is focused on building upon the foundations acquired in the EYFS and then introducing further opportunities to experiences which support the development of competent and confident movers. Each half term pupils participate in at least 2 physical education lessons. One of these will always be based around pupils acquiring fundamental movement skills. The other lesson/s will then introduce pupils to a range of activities and sports to encourage them to participate in our extra-curricular activities or join a community club outside of school hours. Examples of these types of activities are Cheshire Cricket Board coming into school to deliver some All-Stars cricket sessions or Stoke City delivering sample football lessons.





The key stage 1 curriculum also includes swimming lessons for all pupils from Year 1 and outdoor and adventurous activities for all pupils from Reception. Pupils in Year 2 experience their first overnight residential. This impacts on their independence, social and emotional skills. They gain confidence knowing they are O.K away from their parents. It also assures parents that their child is O.K away from them as it can often by a very worrying time for parents.

We are very fortunate at Scholar Green to have extensive grounds and our own Forest school with river and survival area. As part of the physical education curriculum pupils participate in a range of survival/adventure skills in Key Stage 1 including building shelters, learning to tie knots and simple orienteering skills. In all of these activities, pupils are using their physical skills and strength to achieve the challenges set. Giving pupils positive and fun activities of a physical nature fosters a love of physical activity in our pupils, they want to take part in physical challenges and enjoy the experiences that are provided.





Physical education and activity is also encouraged throughout our wider curriculum. In Geography pupils go on walks in the local area. Even though these are primarily geographically based, the promotion of walking having a physical benefit to children is integrated into the experience. Healthy eating is another subset of our physical education curriculum which we actively promote in school to encourage pupils to choose healthier choices and consider the impact of their diet on their bodies and health. Pupils in KS1 experience planning and cooking a range of healthy foods and dishes.

Key Stage 2

Our Key Stage 2 curriculum continues to build upon the positive experiences of Key Stage 1 and the introduction of sport specific skills. The curriculum focuses on pupils developing their learnt skills in a range of different contexts and sport specific activities. Each unit of work is carefully planned to give pupils the required knowledge and skills to succeed and describes in detail the learning activities required to achieve that knowledge and those skills. Each unit plan also accounts for prior and post learning of the pupils so that learning and the acquisition of skills is successful. A focus is put in the units of the benefits of being physically active and the impact that this can have on a healthy mind and body. As part of our physical education curriculum, pupils are also introduced to new vocabulary which will enable them to be physically literate and talk about their learning using subject specific terms. Vocabulary introduced covers both physical fitness, movement and understanding.





Our entire Physical Education curriculum is underpinned by pupils learning and acquiring physical, social and thinking skills. Pupils are taken out of their comfort zones on our residentials and are required to work co-operatively as part of our OAA programme of learning. The balance of activities is carefully planned over the academic year with pupils being introduced to a range of sport specific activities. The curriculum is enhanced by our extra-curricular program and also international sporting events being participated in across the globe – for





example the Womens ICC World Cup, Wimbledon, The Ryder Cup etc. This gives pupils the opportunity to watch professionals playing the sports that they are learning as part of their PE curriculum in school. Another element of the Key Stage 2 curriculum is the participation of pupils in alternative sports and those adapted to meet the needs of disability athletes. Pupils experience playing wheelchair basketball and boccia as part of the curriculum. Pupils in Year 3,4 & 5 also complete their Bikeability Level 1&2 qualifications. This ensures they are safe on the road often choose this method of transport to school once they have completed the awards. This reduces the number of pupils that come to school in a car. At school we have bike and scooter racks for pupils to store their bikes and scooters in to encourage this further.

Sample KS2 unit of work – Devised by school using school format for all subjects

<table>
<tr><td colspan="2">Unit: Invasion Games – Netball & Rugby – Shooting/Keeping/Scoring/Support Play/Spatial Awareness</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td colspan="2">Enquiry Question/s: Where should defenders position themselves to make it difficult for the attacking team?</td></tr>
<tr><td>Intended Knowledge</td><td>Intended Skills</td></tr>
<tr><td>• To know the basic footwork rule of netball
• To know the importance of ‘getting free’ in order to receive a pass.
• To know how to make space in netball by moving away, coming back and dodging.
• To know which are attacking and defending positions in High 5
• To know how to shoot in different ways as well as how to gather/stop a shot
• To know the importance of body positioning when shooting and goal keeping.
• To know when to play short passes and when to play with long passes</td><td>• To be able to perform a range of passes – chest, push, overhead, bounce in a game of netball using good technique.
• To demonstrate being able to mark an opponent
• To understand the different positions in High 5 netball and formations of a team
• To learn how to shoot a netball using correct technique and with precision
• To be able to shoot as well as position themselves in a good place in order to make a save/block
• To be able to play simple passes and create space to support others and help their team to keep possession</td></tr>
<tr><td>Mid-Point Expectations</td><td>Cross Curricular Links</td></tr>
<tr><td rowspan="2"><u>Shooting/Keeping/Scoring:</u>

EXPLORE:
..different positions to adopt in order to defend against an opponent;
..find ways/types of shooting increasing:
- accuracy/direction;
- deception;
..the best body position for defenders to adopt;</td><td></td></tr>
<tr><td>Resources

Hoops, ropes and markers;
* Skittles, cones, canes, blocks;</td></tr>
</table>

EXPERIENCE: ..as a goalkeeper: - their position in relation to the target; - when they should close down the attacker/shooter; - how the shot is blocked/deflected; ..as a shooter: - keeping control, quick control; - accurate shots; - passing to a team mate (assist); ..blocking and going in for the rebound; DEVELOP: ..cooperative 1v1 practices that allow success: • timing of the block/timing of the shot; ..increase opposition/competition/reduce time; ..develop game situations - players attacking the goal; 3v2; 2v1; CONSIDER: ..the height of the net; • ..the pairing of pupils – matching their heights; **<u>Support Play/Spatial Awareness:</u>** EXPLORE: ..a variety of conditions/situations/activities that encourage keeping possession: - developing spatial awareness in a large area; - numerical advantage; - restrictions on the movement of the defenders; ..the best position for receiving the pass, i.e. creating width; ..the best types of pass to ensure keeping possession: - football: side foot pass - keep the ball on the ground; - netball/basketball: chest pass - direct passes; - hockey: push pass - keeping stick in contact with ball; ..early control of the ball to allow a quick return pass; EXPERIENCE: ..small sided games that encourage players to run into a number of different position in order to give the players with the ball a number of different options; ..reducing size of playing area to improve spatial awareness; DEVELOP: ..games that award points for good support play; ..games that encourage early passing: - no dribbling - running into space to receive a pass; - limit time holding the ball, i.e.' red hot ball';	* A wide variety of balls, bean bags,' missiles'; * Sticks, bats & rackets; * Bibs;

CONSIDER:
..the different options necessary when in attack or defence:
- coming short/close to receive a pass;
- going away/long to receive a pass - to spread/stretch the defence;
- going wide to create width in attack;

Prior Learning	Future Learning
KS2: • To be able to bring under control a ball they have received from different location • Be able to move forwards/backwards/sideways in different ways and involving changing direction • To keep balance using good footwork • Be able to adopt the best body position to return a hit • To be able to intentionally hit a ball into space when returning a hit • To be able to hold a rounders and cricket bat correctly • To be able to strike, throw and catch a ball with some degree of accuracy and control	**KS2:** • To develop pass and carry a ball using correct rugby technique • To work as a team using ball-handling skills • To pass and carry a ball using balance and co-ordination • To learn the role of 'Backstop' • To be able to accurately bowl a ball with the correct line and length • To be able to aim and hit a bowled ball in a given direction according to fielding positions. • To know the basic rules of Tag-Rugby • To know the different roles of a rounders team and the skills required for each.

Key Concepts	National Curriculum Coverage	Vocabulary
Competence a. Developing control of whole-body skills and fine manipulation skills. b. Selecting and using skills, tactics and compositional ideas effectively in different types of physical activity. c. Responding with body and mind to the demands of an activity. d. Adapting to a widening range of familiar and unfamiliar contexts. **Performance** a. Understanding how the components of competence combine, and	Key stage 2 Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:	**Tier 2:** Invasion Strategy Off-side Deception Rebound Deflected opponent **Tier 3:** **Repeated Vocabulary:** Accuracy cooperative technique formation

applying them to produce effective outcomes. b. Knowing and understanding what needs to be achieved, critically evaluating how well it has been achieved and finding ways to improve. c. Appreciating how to make adjustments and adaptations when performing in different contexts and when working individually, in groups and teams. d. Understanding the nature of success in different types of activity. **<u>Creativity</u>** a. Using imaginative ways to express and communicate ideas, solve problems and overcome challenges. b. Exploring and experimenting with techniques, tactics and compositional ideas to produce efficient and effective outcomes. **<u>Healthy, active lifestyles</u>** a. Understanding that physical activity contributes to the healthy functioning of the body and mind and is an essential component of a healthy lifestyle. b. Recognising that regular physical activity that is fit for purpose, safe and enjoyable has the greatest impact on physical, mental and social wellbeing.	use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement to achieve their personal best.	
End Point Expectation / Assessment Focus		

Entering: (Working Towards)
Can say what they like and why; Know and comment on key points of technique; They are able to show good positioning, handling and other goalkeeping skills within small sided games, demonstrating reasonable control. Helps others; Works well in a team & with others; Listens to the ideas of others; They are able to use their understanding to modify and improve their performance when supporting others in a small sided game.

Secure: (Working At)
Can give positive feedback; Compare their own and others' performances with previous ones; They are able to play small sided games using appropriate skills with accuracy including shooting, scoring and goal keeping. Helps set up/return equipment and resources; Can record scores and/or officiate; Works hard for the team; They are able to use their understanding in order to retain possession for their team by emphasising the need for good support play during a small sided game.

Exceeding: (Working Beyond)

Can describe the key qualities of a performance; Understand how to improve; Can explain how to improve; They are able to use their understanding of competitive games play to plan and implement their own and others tactics and strategies in a game situation. Can contribute their ideas in a group; Takes on leadership roles;
Can lead a small group warm up or practice; They are able to use their understanding of competitive games play to plan and implement their own and others tactics and strategies in a game situation.

○ **Below Age Related**	✓ **At Age Related**	☆ **Exceeding Age Related**
(Initials of children)	**(Initials of children)**	**(Initials of children)**
% Below Expectations %	**% Achieving Expectations** %	**% Exceeding Expectations** %
Next Steps:	**Next Steps:**	**Next Steps:**

Extra-Curricular School Sport – Breakfast, Lunchtime or After School Programmes

All pupils in Reception – Year 6 at Scholar Green have the opportunity to participate in a range of after school sports clubs.



Pupils in EYFS & KS1 always have a multi-skills club provided for them each half term. There is also one other choice of sport specific club such as football, cricket, dance, gymnastics. Choices very per half term to allow pupils to experience a range of different clubs. Club links are promoted to parent to encourage further participation in the community for our EYFS & KS1 pupils.



Pupils in Key Stage 2 have a range of sports specific clubs provided for them in consultation with the student body and also in conjunction with the curriculum and international sporting events at that time. For example, pupils have been offered dodgeball, archery, bubble footie, tri-golf, boccia, dynamos cricket, street dance and golf extra-curricular clubs as alternative clubs alongside more traditional clubs such as hockey, football, gymnastics, cricket, tennis, rounders, athletics, dance.



All pupil premium children are offered an after school swimming club during the spring term free of charge funded by sports premium. By the end of Year 6, 100% of pupil premium children had met the national curriculum standards for swimming.

At the start of the 2026/26 school year 90% of children attended an extra curricular club, 68% of them are a sporting club!



During lunchtime pupils have access to a range of sports equipment and midday assistants are encouraged to engage pupils in at least 30minutes of physical activity each day. This could be in the form of a traditional sport such as football, basketball , dodgeball or tennis (all nets and goals are freely available for pupils to use at break and lunchtimes). Alternative equipment such as bouncy hoppers, catcher mitts, pompoms & music are also available for the children that are overwhelmed by competitive invasion style games. Children are also invited to dance and move during a ‘disco lunch’ three times a week.

There are no barriers to participation in our extra-curricular programme for disadvantaged pupils. All disadvantaged pupils have their places on extra-curricular sports clubs and are fully supported in this process.

Competitive School Sport



All pupils at Scholar Green are assigned a 'House' when they start school. This is either Beeston, Mow Cop, Peckforton or Chester. Throughout their entire career at Scholar Green they will compete in a range of intra school competitions each term to earn points towards rewards and prizes at the end of each half term.



Pupils in Year 6 also undertake leadership roles for their house. House & Sports Captains organise at least 1 intra-school competition each half term. This is entirely planned, resources and delivered by the pupils. Pupils are selected to participate from across the school for their house in a range of competitions. Competitions include a swimming gala, football matches, dodgeball, cricket, athletics and basketball. Pupils are proud to represent their house and achieve points towards the end goal. Sports day is a culmination of our intra-school competition with all children from nursery to Year 6 earning points for their house based upon participation in races along with placings. This encourages all pupils to participate and be physically active, even if they do not win.

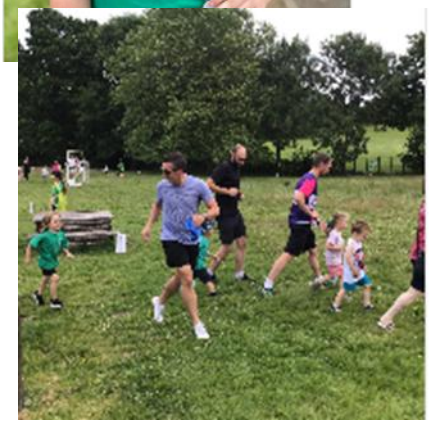


Pupils also have the opportunity to participate in inter-school competitions in a wide range of different sports. Year 3 and 4 compete in a local dynamo cricket competition. This introduces pupils to inter school competition in a relaxed format. Recognised NGB sports are also participated in such as the Cheshire Cricket Dynamos competition and Stoke City football tournaments to name a few.



Parents are also encouraged to participate in physical activity with their children as part of our extra-curricular programme. By doing this, pupils saw their parents as role models in participating in physical activity and it was another example where pupils have been provided with a positive experience of physical activity to encourage them to do it more often. Following the race, several families have been out jogging together in the local community.





Impact of our physically literate school on our pupils



- Children choose fruit and salad as part of their school lunch regularly after tasting and making healthy dishes in KS1 & KS2.
- At the start of the 2026/26 school year 90% of children attended an extra curricular club, 68% of them are a sporting club.
- Increase in the number of pupils that choose to come to school on a bike/scooter/skateboard rather than in a car.
- Pupils report that they enjoy taking part in physical challenges and after school sports club.



- Pupils are keen to represent their school in inter school competition and their house in intra-school competition.
- Pupils take advantage of the extra-curricular club links in the community and continue participation outside school hours such as Cheshire Cricket Winter Programmes, Alsager Netball or Stoke City football in the community sessions following after school clubs in school. This is showcased during St Georges day where children are able to come to school in their respective kit.
- Talented pupils are identified by specialist coaches and encouraged to attend clubs within the community – Cricket, basketball, Stoke football academy.
- Pupils' sporting achievements both within and outside school are celebration in assemblies and awards ceremonies. This ensures pupils are recognised for their achievements building self-confidence and promoting the positive benefits of participation.
- All disadvantaged pupils participate in at least 1 sports club throughout the year.





